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ABSTRACT

The theme article of this issue provides a conceptual introduction for teachers to the local community as a market. The introduction discusses the scarcity role in forcing decisions, individuals as producers, specialization of human resources, payment of human resources, and how wages reflect market conditions. Four grade-level specific units follow this introduction. The pre-kindergarten unit, "Econ Ernie's Visit," demonstrates to pre-schoolers that those things they want and need create jobs for grown-ups in their community. The unit for first and second grade helps children learn that people at home depend upon each other to do their special jobs, as do people at work in the community. The unit called "Community Careers" helps third and fourth grade children increase their awareness and appreciation of careers within the community through surveys and interviews. The final unit, intended for fifth and sixth graders, challenges children to examine career changes in past generations and predict careers in the future. (JDH)

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PEOPLE IN THE COMMUNITY

BY

DR. GEORGE M. VREDEVELD

THE ELEMENTARY ECONOMIST
VOLUME 5, NO. 1

THE NATIONAL CENTER OF ECONOMIC
FOR CHILDREN EDUCATION
LESLEY COLLEGE
CAMBRIDGE, MA 02238

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THEME OF THIS ISSUE

PEOPLE IN THE COMMUNITY

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WRITING AWARD

NFIB Sponsors a Competition to Award Authors of *The Elementary Economist*

The National Federation of Independent Business Research and Education Foundation has provided the National Center with a $500 grant to encourage and recognize excellence in elementary economic education.

Writers of Teaching Activity articles for *The Elementary Economist*, published in the 1983-84 school year, will compete for the $500 professional grant. The award will be given to the writer whose article best fulfills the goals of *The Elementary Economist*. Specifically, the writers will be judged on adherence to the theme, teaching method diversity and originality, grade level appropriateness, completeness of entry and, of course, classroom impact. The grant is provided to one writer to be used at his/her discretion for professional economic education activities.

To receive information regarding writing and submitting articles and competition details, write to:

Article Editor
NCEEC
35 Mellen St.
Cambridge, MA 02138

(Also see page 1, *The Elementary Economist*, VOL. 4, #3, Writing Opportunities.)

Center News

The Beverly Hills Unified School District is piloting economic education lessons for grades 3 and 4 through an educational partnership of the National Center of Economic Education for Children and the Pacific Academy for Advanced Studies, UCLA. (Below, Dr. Lois Abeles, a Director of NCEEC, presents students with an investment or a consumer choice; and at left, Mr. Dean Baim, Director of Special Projects at PAAS, stands behind a student casting a dollar vote for a consumer item.

Children in the Marketplace Evaluated Positively

Many public and private elementary schools across the nation have increased their involvement in economic education by pilot testing *Children in the Marketplace*, a lesson plan package developed by the National Center of Economic Education for Children. The material consists of eight discrete lessons which thoroughly instruct third and fourth grade students about major economic themes, including "People's Wants Stimulate Production" and "People Can Invest in Future Rewards". In addition, the lesson plans contain introductory background information which provide teachers with inservice instruction as they implement the lessons. Comprehensive inservice by NCEEC staff is also provided upon request.

Consistent with the Center's philosophy, the lesson plan package was evaluated by teachers in two ways. One technique was a pre-post test design utilizing *The Primary Test of Economic Understanding* (by Davison and Kilgore). Pupils involved in testing at a selected site experienced an average gain of 27 percent, placing them in the 90 percent rank nationally after instruction in the eight lessons. The second, and equally rewarding, evaluation technique was the compilation of classroom teachers' responses to a comprehensive evaluation form for each lesson. This feedback allowed Center staff to identify areas for revision and gather data regarding the most effective teaching methods for pupils with various learning styles. This evaluation process is continuing and the Center is seeking additional school sites to involve students and teachers in economic education.

Community-Based Solution to Economic Illiteracy

Work has now been completed on *Exploring the Community Marketplace—The Community Publishing Company*. This 33 lesson unit of instruction culminates the educational material development for grades three and four of the National Center's second phase of operation.

The purposes of this unit of instruction include, to:

- Provide educators with a complete 12-18 week unit of instruction in basic economic education.
- Provide educators with materials which involve families, businesspeople and media in the economic education process.
- Provide educators with a sequence of lesson activities which integrate economic ideas into the existing elementary school curricula.
- Create a community support group to maintain and enhance economic education efforts.

Specifically, *The Community Publishing Company* is a unit designed to teach children basic economic principles, skills and attitudes necessary for their understanding the economic system in which they participate. The unit incorporates material which directly relates to the third and fourth grade major curriculum areas—mathematics, language arts, social studies, art and music.

An important aspect of this unit is that children gain an awareness of the inseparability of economics from their own life and the life of their community. As pupils learn to understand the economic reasons for their own actions, and those of others, they concurrently develop positive attitudes toward their community and a sense of efficacy as young citizens. This is achieved through developing:

- a process of decision-making regarding economic choices,
- an awareness of people's similarities and interdependence (economically)
- a sense of entrepreneurship,
- an enhanced self-concept, and
- a sense of responsibility to self and community.

Since the unit was designed to be integrated with the existing curriculum, it is an efficient and effective vehicle for all types of learning. The unit provides a reason to know the 3 Rs and other important subject areas. *The Community Publishing Company* demonstrates to young people that a knowledge of *all* subjects is the best way to equip themselves for the world.

People in the Community

by Dr. George M. Vredeveld

Dr. Vredeveld is associate professor of economics at the University of Cincinnati and Director of the Greater Cincinnati Center for Economic Education. He has been involved in teacher education programs in economics for over a decade.

There has been growing support for a better understanding of how our economic system operates. Yet there are many who still view it as a complex and difficult subject. Accordingly, the teaching of economics frequently is relegated to the high school or college level.

The theme of this publication underscores the importance of economic understanding for people of all ages. Virtually all children and adults are active in the community marketplace, both as consumers and producers. Early on, children can begin to develop an understanding of the role which they, their family members, or persons in their community play in the economy. With this knowledge children can develop a better perspective of the marketplace and how it determines whether someone is employed or unemployed or is paid high wages or low wages.

SCARCITY FORCES DECISIONS

Scarcity is a basic economic principle. It exists when an individual's wants are unlimited yet the available resources to satisfy these wants are limited. Because of scarcity, the individual cannot satisfy all wants—there simply are not enough resources available to do so. Therefore, everyone must make two types of decisions. The first is to determine which wants to satisfy. In so doing, the individual is making decisions as a consumer. The second is to determine which resources will be used and how these resources will be employed. This is a role of the producer.

INDIVIDUALS AS PRODUCERS

Previous essays in this publication have effectively discussed the role of the individual as a consumer. This discussion will focus on the individual's role as a producer. A producer is one who converts resources into goods or services which satisfy wants. These resources can be categorized in three groups: human resources, capital resources and natural resources. *Human resources* frequently are referred to as labor and consist of the knowledge, skills and human energy embodied in the individual. *Capital resources* are man-made and used in the production of other goods and services. When they are used in the production process, capital resources are not themselves used up but are available for further production. Examples of capital resources include tools, machinery, buildings, etc. *Natural resources* include those things which are provided in nature such as land and minerals. A few individuals own or have control over resources in all of these categories. But almost everyone possesses human resources. It is this type of resource which will be the main concern of this discussion.

SPECIALIZATION OF HUMAN RESOURCES

Because of scarcity, individuals will want to use their resources in the most effective way possible. One way of doing this is to specialize. For example, people may select a particular occupation and become skilled in that type of work. As specialists, people do not produce for themselves everything they want. Rather they produce an abundance of a particular good and trade with others who have produced goods and services which also are desired. Specialization therefore leads to interdependency. This relationship is the basis of trade and economic activity among people and within a community.

There is a tremendous variety of economic activity among individuals. In some cases, people interact and trade in a non-market setting. They specialize in the use of their human resources in order to produce something of value for themselves and others. For example, family members often have specific duties which they perform in the home on a regular basis. One person may specialize in dishwashing, another in cleaning, while another specializes in bookkeeping, and another in household repairs or lawn care. Importantly, the persons who perform these tasks are producers since they are using resources in order to produce something which satisfies their own wants or the wants of other family members. Similarly, tasks which the child performs in the classroom can easily be identified as productive.

PAYMENT OF HUMAN RESOURCES

Human resources also are used to produce goods and services which are sold in the marketplace. In a market trade the individual usually performs work in exchange for money. The rate at which these human resources are paid is determined in the labor market and is dependent on the relationship between demand for and supply of that type of labor.

Demand for labor is an indication of how much the employer is willing to pay for the use of human resources. Economists have labeled it "derived demand" because the demand for labor is derived from the value of the product which is produced. This demand for someone's labor will depend on two things: the contribution of that labor to the quantity produced and the price of the product which is produced. (For example, the wage an automobile worker receives depends upon

(continued on back page)

'Econ' Ernie's Visit

by Marlene Hodgdon

Marlene Hodgdon is currently teaching kindergarten at Parkview Elementary School in Plymouth, Wisconsin. She recently completed a graduate level course in economics for teachers and plans to continue developing her own economics curriculum for young children.

People in the Community

Helping children understand the difference between wants and needs is necessary in developing an economic way of thinking. In clarifying these differences, children can understand the value of important vs. less important things. Even young children know that choices must be made because they cannot have everything they want.

Ernie is a puppet used as a motivational tool to capture the interest of the small child. The objective of the following activities is to help children realize that it is because people have needs and wants that jobs are created and that people have work to do. They can demonstrate, through dramatic play, the different helpers and workers that exist in their community. Having parents explain and demonstrate the various jobs they do, also can help young children realize the many services and products their work provides.

Student Goals

1. Realize the difference between what we want and what we need:
2. Distinguish between important and unimportant things.
3. Understand that choices must be made because we cannot have everything we want.
4. Identify helpers and workers in the community.
5. Demonstrate, through dramatic play, that people's wants and needs create jobs.

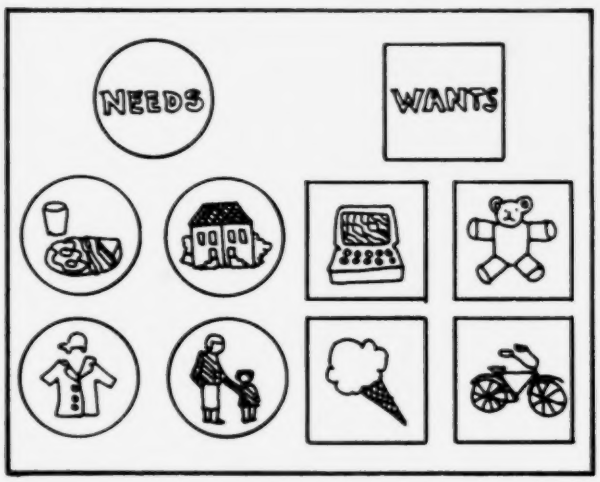
Teaching Activities

I. Ernie Comes to Visit
listening and verbal skills • color and shape distinction

A simply designed hand puppet can be used to create an entertaining and educational experience in the classroom. Place a large "E" on the front of a puppet to stand for ERNIE. Ernie's main objective is to introduce economic ideas to children in a simple and enjoyable way.

Introduce Ernie by telling the children that Ernie is a little friend who comes to visit at special times in the day. He comes to have fun with us and to help us learn about many things—about things that we need in order to live and things we want. He also helps us learn about people in our town/city who work and help provide many of these things for us. Today, Ernie is going to ask you some questions. He wants to see how well you can listen and pay attention.

In advance, prepare a felt board with the two words NEEDS and WANTS at the top. The title "NEEDS" should be mounted on a bright red circle, the title "WANTS" mounted on a yellow square. Also, prepare laminated pictures (from old workbooks, magazines, etc.) to be placed on the board under each category. All NEED items are mounted on red circles and all WANT pictures are mounted on yellow squares.



Seat the children in a circle and have Ernie ask them if they can think of something that they cannot live without—something that they *need* to have to live, grow and feel good. Ernie can give clues to get them started. After children have offered a variety of needs, have Ernie ask them if they can think of some things that they would *like* to have—things they may *want*.

but don't really need to live. Have Ernie ask, "Do I *need* a doll in order to live?" After children respond with a number of wants, scatter the NEEDS and WANTS pictures on the floor in the circle. Have Ernie ask the children, one at a time, if they can find something they NEED or WANT and place it on the felt board under the right heading. (Children will distinguish by color and shape as well as needs and wants.)

II. Ernie Introduces a China Doll
verbal and discussion skills

As a follow-up activity, obtain this excellent book from your library: *Mommy, Buy Me a China Doll* by Harve Zemach.

The book teaches children the differences in what we must have and what we can live without. It should be brought out in discussion that different people buy different things because what is important to one person might not be important to another; and because people have different amounts of money to spend. Also, people *choose* to buy one item rather than another.

Begin your lesson with Ernie and let him start off by saying: "I have a wonderful story for you today. It's called *Mommy, Buy Me a China Doll*. How many of you like to have people buy you things at the store?

This story is about a little girl who lives in the mountains. One day she meets a mountain trader pulling a wagon piled high with cloth and kettles and a China doll. Her family doesn't have money for China dolls, but the little girl tries to help solve the problem. She suggests to her mother that they trade her father's featherbed for it. This poses a new problem. Where will her father sleep? The story goes on to show how sleeping arrangements for the entire family would have to be altered to satisfy the little girl's wants.

Ernie can ask discussion questions:

1. What did the little girl want?
2. Why didn't her mother get it?
3. Did the little girl *need* the China doll?
4. Do families have to make choices in what they buy?
5. Do some families have less money than other families?
6. What are some things you *want* but can't always have?
7. What are some things you *need* or your family *must* have to live?

III. Community Helpers
social studies • observation • dramatic play

Most early childhood classes are supplied with study prints entitled "Helpers in the Community." These are excellent materials to begin a social studies unit and integrate economic concepts. Show the children pictures of the police officer, mail carrier, barber, firefighter, etc. and explain that these people are doing jobs that people want done. They are helpers who are doing a service for the town/city. Have Ernie ask, "What does the firefighter do, that people need? What does the barber do, that people want done? Why does a person open a grocery store or a toy store?" Explain that if no one needed or wanted these things, people wouldn't have a job or any work to do. Jobs are created by what people want or need: doctors, firefighters, grocers, toy factory workers and others.

To demonstrate that people's wants and needs create jobs in the community, have Ernie do a bit of play acting.

Ask the children to pretend they are different workers (hold up the pictures) in the town who might be needed. Create a number of situations for Ernie to act out to see if the children respond. (Ernie is a bit of a "ham!")

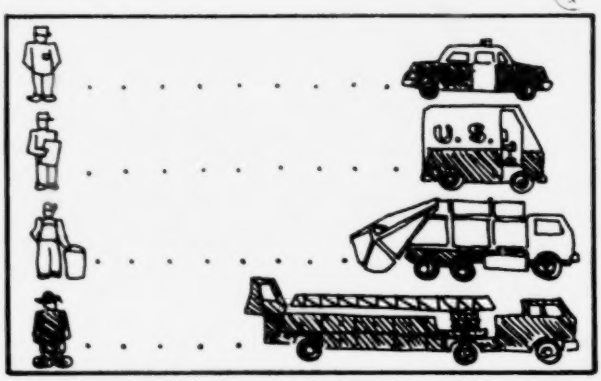
1. Ernie gets very sick with stomach pains and cries out for help. Who will come and help him? Have Ernie ask a child (doctor) to come up and care for him.
2. Ernie needs a haircut badly. It's getting very long and messy. He's looking for the place to go to get a haircut. Who can help? (Have child give a 'pretend' haircut.)
3. Ernie has started a fire in his kitchen. He made a *big* mistake! He played with matches. He's very frightened and doesn't know what to do. Someone please help!

IV. Parents are Workers Too!
observation • social studies

Invite parents to come in during a specified time to talk about their jobs. Ask those parents, whose jobs hold great interest to children, if the class can visit them at work (factory workers, library workers, restaurant workers, printers, firefighters). Parents can demonstrate that they produce or make something to earn money, or they perform a service to earn money. Ask a parent who works at home to demonstrate something they make or do well to the class (prepare foods, paint pictures, plant flower seeds, care for baby).

V. Workers We See and Know
visual motor skills • identification

Make a worksheet of familiar workers who do a service in your town/city to help others. Connecting the worker with his/her vehicle can give a small child the opportunity to practice drawing straight lines. To create a matching game, switch the positions of the vehicles.



$killful $peciali$t$

by Julie Hollenbeck

Julie Hollenbeck teaches second grade in Clovis, California, where she was named 1981 Teacher of the Year. She has worked as a Migrant Resource Teacher and has assisted in the development of curriculum materials for the DEEP Project in Clovis.

People in the Community

What are some of the things parents ask children to do in the home? Why do parents ask them to do these things? One of the easiest ways for young children to see how the division of labor works is to examine the average family household. Each family member has certain tasks which are performed for the benefit of the entire household.

Once they understand specialization within the family, children are ready to expand their knowledge to people working in the community. They will discover that workers who produce goods and services have different jobs and are specialists in what they do. When workers produce one particular good or service they must depend upon others in the community for the many things they want and need. This leads to an exchange of goods and services and to the interdependence of people.

Student Goals

The students will understand that:

1. Each member of a family usually has certain tasks which are performed for the benefit of the entire household.
2. People in the community have different jobs and are specialists in what they do.
3. Workers who produce one good or service have to depend on other people in the community for things they want. People are interdependent.
4. When work tasks are subdivided and workers specialize, an increase in output results.

Teaching Activities

I. A Family at Work

poetry • discussion • dramatic play

Talk to the children about jobs they do in the home and jobs other family members do. Ask the following questions:

1. Are there special jobs in the home your mother usually does? (Print "special" on the board) Repeat question for each member of the family—father, you, big brother or sister.
2. Why does mother do that job? (does it better, faster, likes it, etc.) Repeat question for each member of the family, as above.

NOTE: This can be an opportunity to explore changing roles within the family. For example, if some fathers do more cooking or cleaning, explore reasons. (preference, work schedules, one parent household, etc.)

3. Would it be better if everyone did the same job?
4. Would it all get done? (Imagine a comical scene with everyone in the family sweeping the floor and no one cooking the food.)
5. Explain that when people have different, special jobs to do, that's called "specialization."

Read the following poem and discuss each person's special jobs. Read again while four students act out the tasks in mime. Afterwards, have the class plan a picnic with the family in the poem. What jobs could each family member do to prepare for a picnic?

A Family at Work

Look at Mother and Father and Eddie and Sue.
At home there are jobs each one does do.
Dad cuts the grass and makes the repairs.
Mom cooks the food and straightens the chairs.
Dad cleans the garage, keeping all his tools neat.
Mom shakes the rugs where they wipe their feet.
Eddie takes out the garbage and makes his bed:
Sue always sees that the cat is fed.
Getting old Spot washed is a job for Eddie;
While Sue helps hold the washtub steady.
They divide all the work there is to done,
And this we call "specialization."

NOTE: To avoid stereotyped roles, the teacher may wish to randomly assign people to tasks in the poem.

II. Rafters for Rover

oral and written language

Ask the children, "How many of them have a dog? Where does your dog sleep? Has anyone ever tried to build a doghouse for their dog all by themselves? Is everyone good at building things? If we could not do the job ourselves, how would it get done?"

"What kinds of supplies would be needed to do the job? Could we make all the tools and materials ourselves? Where would we get the lumber, the nails, the paint, the hammer, the saw and the brushes? Does the hardware storeowner make the tools? Where does the owner get them?" List all materials on the chalkboard.

Lead children to see that we would have to depend on the efforts of many different kinds of specialized

workers in the community. Read the following poem about building a doghouse and discuss the workers involved.

Rafters for Rover

I tried to build a doghouse
In which Rover could go to rest.
I tried to do the job myself:
My skills had quite a test.

I'm not good at building things.
For others it's a breeze.
It's helpful when we specialize
And do our jobs with ease.

I need to depend on others
To get all of the supplies.
Then Rover will have a new house
Where he can close his eyes.

Workers cut and haul the wood.
They make the hammers and nails.
Some make paints and brushes
And even the paint pails.

Different workers do their share
Helping me you see.
To build a house for Rover
Who's as happy as can be.

Have the students complete the following worksheet. Some children can write about how their dog is dependent on them.

III. Chain Gang

oral language • visual imagery

For a visual representation of interdependence, write the name of a business such as a supermarket on a card (5" x 8"). Give each student a 2" x 8" paper strip, each having the name of a different worker printed on it. Next to the word draw a simple illustration (or cut out pictures) to represent each worker or product.

Listing of workers to be printed on paper strips:

banker	police officer
mail carrier	teacher
doctor	candy store owner
baseball player	bus driver
cattle rancher	pizza cook
artist	trash collector
truck driver	butcher
chicken farmer	pig farmer
apple farmer	bread baker
dairy farmer	painter
dancer	fishcatcher
paper bag salesperson	lumber jack
cookie baker	barber

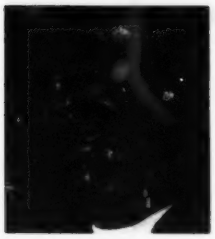
Take turns asking each student if s/he has a worker that the supermarket needs. If so, ask each child to tell how the supermarket depends on that worker. The child can then begin a paper chain by forming a circle with the paper strip and gluing the ends together. (The first link will have to be attached through a slit in a card that says "Supermarket.")

As the chain forms, children can see how many people the supermarket depends on in their own community and in other communities. Since shoppers are needed to buy the items in the store, every worker (dancer, teacher, doctor) is needed if the supermarket is to stay in business.

IV. Richman-Poorman

game • social studies

Use the rhyme "Richman, Poorman, Beggerman, Thief, Doctor, Lawyer, Merchant, Chief" to play a game of community workers. Each child takes a turn saying the rhyme and as soon as it ends, must quickly name a new worker in the community. List workers names so there are no repititions. Divide the class into teams. The team naming the most workers wins.



Community Careers

by Kathryn Loxley

Kathryn Loxley is a fourth grade teacher in the Jackson City School District in Ohio. A recipient of many awards, Kathryn won third prize in "Sohio's Teacher in the American Enterprise Award Program" and recently received the first place award for "Conservation Teacher of the Year" in an eight state regional competition.

People in the Community

Children in grades three and four are often interested in the careers they see portrayed in the movies and TV by their favorite stars. Glamour and excitement seem to hold a high priority for the careers and jobs they choose. Jobs and careers at the local level seldom get mentioned as discussions of important livelihoods are explored. However, attitudes change when an introduction to career awareness involves the students in a study of community business people beginning with a survey of local business establishments. Interview sessions help children realize that each career entails a set of disciplines and responsibilities, advantages and disadvantages, to which they can identify and relate.

Time spent investigating the local business world lends itself well to the children's world of thought. New avenues are opened for thinking and planning. It's exciting when children recognize and admire local business people and express a desire to follow a similar pattern—not in fantasy, but in the real world!

Student Goals

1. Identify local businesses and professions.
2. Understand how people in the business world contribute to the community.
3. Understand the difference between jobs that produce a good and those that provide a service.
4. State personal preferences and decisions about jobs with valid reasons.
5. View work as an appropriate goal/activity.
6. Learn how to conduct an interview with pertinent questions.

Teaching Activities

I. Beauticians and Morticians

observation • recall • awareness

By expanding children's awareness of the number and variety of businesses in their local community, they will develop an interest in the many jobs that are performed. Have students list the different businesses on the board. (Start with those businesses/professions they pass enroute to school and those that employ family members.) Give each child an opportunity to contribute. When a business is named, ask what jobs are performed in that business. For example:

	cashier		mortician
Beauty	hairdresser	Funeral	driver
Shop	shampooer	Parlor	bookkeeper
	manicurist		

When a variety of businesses and jobs are listed, tell the class that you want to take a vote to determine which job or business is most interesting to them. Have them list on a piece of paper, the ten jobs they like best. Tally votes on the board next to each job listing, then list the top ten. Explain to the class that from the ten most popular they are to choose six businesses or workers they would most like to visit or interview. (Take a hand vote and star the winners.)

Most Popular Businesses/Jobs:

★ mortician	★ aluminum foundry
★ beautician	★ truck sales
banker	★ wholesale grocer
attorney	glass company
★ insulation factory	metal/junk dealer

II. Goods and Services: Glass and Cash

vocabulary • decision making • survey

Explain to the class that they must learn something about these six businesses/professions before they interview the workers. Explain that one way that businesses differ is whether they produce a good or provide a service. Ask if they know these terms:

PRODUCTS or GOODS: Things people can buy or sell. (glass, groceries, trucks, junk)

SERVICE: Work done for someone for payment. (banker, beautician, mortician, attorney)

CONSUMER: One who buys goods and services.

Have the class examine the complete listing of community businesses and professions on the board. Hand out paper and instruct students to make two columns to indicate whether the person/business provides a service or produces a product or both. (This may also be done on the board.)

PARENT CORNER: *Plan a family field trip to your place of employment; explain the purpose of your work, who benefits from your work, and the positive and negative aspects.*

SURVEY OF COMMUNITY BUSINESSES/JOBS THAT:

Provide a Service	***Produce/Sell a Good***
attorney	baker
mortician	wholesale grocer
theatre owner	truck sales
beautician	aluminum foundry
banker	glass company (service & sales)
teacher	
waiter	insulation company (service & sales)

III. Counting Community Companies
research skills • recording data • awareness

As a homework (or small group) assignment students are to use the classified yellow pages to count the number of companies that are listed in each of their ten favorite businesses or professions. (They may be surprised to learn how many funeral parlors, hairdressers or drug stores there are in the community.) Also, ask students to list three new businesses that sell a product and three that provide a service. Students will enjoy doing their own research and will be impressed with the many things their community provides.

NAME OF BUSINESS	PRODUCT	SERVICE
Green's Greenery		lawncare
Murray's Footwear	boots, shoes	
Acme Cleaning		window washers
Sal's Salon		barber
Family Fair	clothing	
Sights n' Sounds	video games	

IV. Parent Helpers
collecting information • planning

To prepare students for writing interview questions, assign students to ask their parents what certain (preselected) businesses or workers do for us or what they contribute to the community.

V. People in Jobs
decision making • interviewing • note taking

Have children select which of the six workers they want to interview, but limit the interview groups to five-six students to ensure a more personal learning experience. Ask each child to suggest one good question they want answered about the business and the employer. (Not too personal!) Mimeograph thirty suggested questions, then have each child in the interview group select five. (No repeat questions in the group.) Students write their questions in a notebook, and leave space to record the answers.

Sample of Students' Interview Questions:

1. Why did you start doing this job?
2. How did you learn/prepare to do this job? How long did it take?
3. Did you put up your own money?
4. Do you like your job? Are you satisfied with your product/service?
5. Do you compete with other companies that make the same product you do?
6. Do you pay minimum wage? (Some hire young people.)
7. Do you test employees for honesty? (employer's expectations, trustworthiness)
8. When do you get paid or are you paid all the time?
9. Are you free to come and go as you please? (discipline, responsibility)
10. Did you ever have a bad deal?
11. If you could do anything, would you still do this job?

Have the class write a letter to the business-owners requesting an interview (and a visit, if possible) to their company.

Contact businesspeople to give them the option of being interviewed at their business or in school. Allow 30 minutes for questioning. Contact parents to be responsible for transportation and overseeing interviews. Provide a briefing period to businesspeople and parents to promote a low-key, relaxed atmosphere.

VI. Thinking About Jobs
evaluating • reviewing • decision making

An evaluation period follows the interview sessions, but first allow children time to think about their experience. Write evaluation questions on the board for group discussion. (Focus on students' feelings about the interview experience as well as what they learned.)

Sample Evaluation Questions:

1. Did you feel comfortable in your new role as a reporter?
2. Did the person you interviewed help you to feel at ease?
3. Why do you think you felt uneasy, if you did?
4. Do you think the person interviewed was uneasy too? If so, why?
5. Have you changed your mind about different jobs in the community?
6. What have you learned about businesspeople? (workers?) (professional people?) (different jobs?)
7. Does a businessperson or professional person help the community? In what ways that you see?
8. Do you think that your community is a special place, since your study? What caused that change in your thinking?

Choices & Challenges

by Sandra Bilbrey

Sandra Bilbrey is a teacher of gifted pupils, grades K-8, in Milton, Florida, where she was named Teacher of the Year at Hobbs Middle School. She also received the Florida Council of Economic Education Teaching Excellence Award for 1982 and 1983.

People in the Community

Jobs and careers in today's communities are clothed in choices, challenges and changes. Students as consumers and workers are part of the community's economic attire. Students can begin to appreciate and analyze choices, challenges and changes within jobs and careers while realizing that an investment in oneself is an investment in one's community.

An understanding of how careers in the community relate to the community's money-flow, job market, leisure activities and life-styles is vital in cultivating pupils' awareness and appreciation of our economic system. Providing opportunities for children to make decisions and to observe the costs and benefits of decisions to oneself and others can clothe children in confidence for future career choices, challenges and changes.

Student Goals

1. Understand that human resources are a community's most important resource.
2. Appreciate the importance of the world of work.
3. Understand that decisions carry a negative and a positive effect.
4. Recognize that the work one does is dependent upon skills, talents, knowledge and society's demands.
5. Note that personal priorities are related to career choices.
6. Anticipate a future of choices, challenges and changes in jobs and careers.

Teaching Activities

I. Career Trees: A Forest of Choices
social studies • research skills • observation

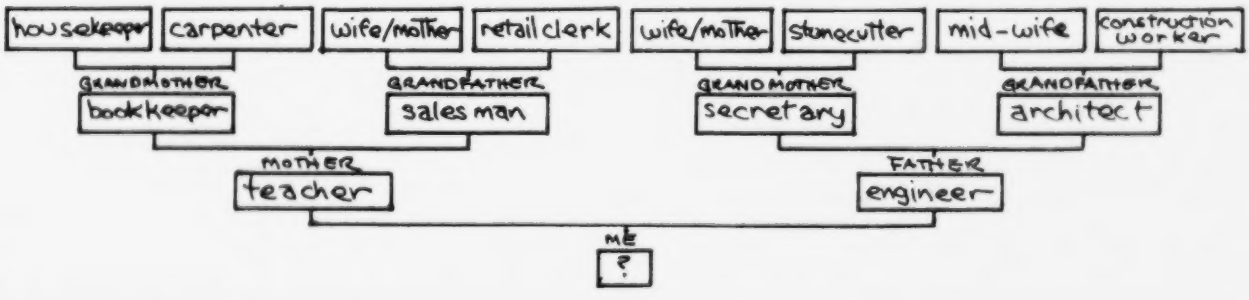
This activity awakens pupils to human resources as the community's most important resource. It also serves to alert pupils to career changes and decision-making.

Pupils are to collect three to six generations of family career histories, then use a format similar to a Family Tree to make a Career Tree. (Send a letter home to parents to involve them in the activity.) Those who do not have access to family histories may use career histories of famous people, such as U.S. Presidents.

After displaying career trees in the room, the class can make a listing of the careers from the "Classroom Career Forest," then use the list to dicuss career differences.

Discussion:

1. What career changes do you notice from generation to generation?
2. Which careers are related to a geographic region? (e.g. mining, forestry, recreation)
3. Examine and discuss the importance of natural resources to a region's job market.
4. Discuss the importance of human resources? (individual's skills, talents, knowledge and energy in providing society's needs and wants)
5. Examine changes in the employment of women.
6. Compare the number of jobs related to the production of goods with those related to the provision of services. Any changes in the generations?
7. Make career projections on your career tree for the next three generations. Predict trends.



PARENT CORNER: *Children can appreciate and analyze how communities grow and change through an awareness of the jobs and careers held by family members of previous generations.*

II. What If?
language arts • drama • art • values

Students will develop an understanding of the daily traumas and triumphs often associated with jobs, then project and describe a day without a particular product or service (provided by various jobs and careers).

Obtain media examples about recent strikes or layoffs and discuss their effects on workers and their families. Then ask, "What if we had a day without _____?" (Examples: telephone service, electricity, water, gasoline, doctors, public transportation, grocery stores) Pupils may write, make a dramatic recording, illustrate, or pantomime the answer. Then ask, "How do personal priorities (interests, values, talents) affect career choices? Ask pupils to list the ten careers they feel are the most important and why. Compile and share results with parents.

III. Careers Portrayed in Art and Literature
appreciation of art and literature • creative thinking • language arts

A wealth of examples from the humanities may be used to create pupil awareness of careers and the interrelatedness of one's own resources to society.

Palettes and People at Work. Use any of the following art slides or prints in small group lessons:

Edouard Manet - *The Old Musician*
Degas - *Woman Ironing*
Cezanne - *The Sailor*
Luks - *The Miner*
Bingham - *Fur Traders on the Missouri*
Hopper - *Gas*

After viewing the art example, ask pupils to describe the scenario and the career depicted. Assign some students to research wages of the period. Have pupils design a job description for a career depicted in an art example. Include a section for (1) description of duties, (2) knowledge, skills and abilities, (3) job entry requirements and (4) salary and benefits.

Livings in Literature. Despite the varied reading levels of the following rhymes and stories, they may be presented to pupils as a stimulus for appraising careers of the past and present and for creative writing assignments.

Suggested Literary Examples:

1. Elves and the Shoemaker. Compare shoemaking of that period to today. Ask, "Are robots today's elves?" Explain.
2. Wee Willie Winkie (Town Crier). This job has become obsolete. Why? Write a poem about a job of today.
3. Simple Simon's Pieman. Contrast the "do everything" (bought ingredients, did the baking and selling) Pieman to today's specialized labor force. (For example, trace the specialized jobs involved in getting a package of cupcakes on the store shelf.)
4. Pinnochio's Woodcarver, Geppetto. Rewrite the story as it would be today, or without the woodcarver.

IV. Mini-Mentor Morning
reading • interviewing • decision-making

While students have several years to make career choices, a mini-mentor experience can help pupils generate thoughts about careers and encourage them to broaden backgrounds by taking educational risks.

Use parent groups, civic groups and media in the establishment of a mentor morning. Invite persons to school on a pre-arranged date. Encourage mentors to use materials and media to clarify jobs and enhance the visit. Include these categories as mentors for the morning:

- People Who Help Others
- People Who Influence Others
- People Who Entertain Others
- People Who Work with Machinery, Technology
- People Who Observe as a Career
- People Who Invent or Create

Pupils are to interview at least one mentor during the morning, but they can observe demonstrations and lessons of others.

MINI-MENTOR MORNING QUESTIONNAIRE

1. Name the career of the person interviewed. _____
2. What training, experience or education is required for this position? _____
3. What are some career decisions this person has made? _____ What career changes? _____ What career challenges? _____
4. List some positive effects (benefits) of this career. _____
5. Name some negative effects (costs of this career. _____
6. Why did you interview this person? _____

V. Why Fall When You Have It All?
values clarification • creative problem solving

Unfortunately some persons within our society make poor judgments and abuse the law to the detriment of society. Teachers can assist pupils in developing an understanding of the responsibilities which accompany one's rights, through a presentation of facts related to poor choices and weak decision-making. Analyzing the actions of others can clarify pupils' own positions and values.

Use current, publicized examples, such as the car manufacturer accused of drug involvement or the recent bank failure in Tennessee which involved forgeries and fraudulent actions.

Discussion Questions:

1. How can one who has it all, fail? Explain the issues which you consider relevant in this case.
2. How did the choices and actions of this person result in problems for others?
3. Name alternatives this person had that were not chosen.

(continued from page 3)

how much his labor contributes to the number of cars produced and the market value of the car being made.) Therefore, the demand for labor depends upon the additional revenue an employee can bring to a company. If labor can contribute substantially to the revenues of an operation, the employer will be willing to pay more for the labor than if it contributes little. Accordingly, the individual may be very productive in producing a particular type of product (such as handmade pottery bowls), but the demand for labor (potters) will be low or non-existent if few or no consumers wish to buy that product.

A second consideration in determining wage rates is the supply of labor. Assuming demand is constant, wage rates will tend to be low when the supply of a particular type of labor is large. Conversely, wage rates tend to be high when the supply of a particular type of labor is small.

WAGES REFLECT THE MARKET

By understanding the labor market, it becomes apparent why some individuals will receive higher wages than others. It also becomes clear that although wages are a reflection of market interactions, they do not indicate who is the better worker or the better person. Therefore, although someone (e.g., a teacher) may receive a lower income than a star baseball player, this does not mean that a teacher is of less value to society or performs a service which is less desirable. It does suggest, however, that the demand and supply conditions are such that the benefits which accrue to the employer by hiring an additional teacher are less than the benefits which the employer realizes when one more star baseball player is hired.

Although this discussion has focused on the role of the individual as a producer, the interaction between the consumer and the producer should not be forgotten. It already has been shown that the demand for labor is derived in part from the value consumers place on a product. The types of goods and services which consumers demand ultimately will determine what products are produced and how human resources will be employed. Also, the person's role as a producer will have an impact on his/her role as a consumer since the amount of money received for work will be influential in determining the extent to which the individual can consume those goods and services.

This interaction among employers, workers, producers and consumers is the essence of the flow of economic activity in a community. As part of this community, children should recognize the value of being a producer who contributes to the satisfaction of wants. Children also should recognize that some things which occur in an economic system may be a result of things which are beyond the control of the individual. Understanding this, children are more likely to develop a clearer understanding of the marketplace and the relationships of individuals within their own family and community.

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